

KINDERGARTEN TEACHER QUESTIONNAIRE (SPRING)

PART C

Prepared for the U.S. Department of Education
National Center for Education Statistics

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Assurance of Confidentiality

The collection of information in this survey is authorized by Public Law 100-297 and continued under the auspices of Section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, Public Law 103-382. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. No information collected under this authority may be used for any purpose other than the purpose for which it was supplied. Information will be protected from disclosure by federal statute (42 US Code 242m, section 308d). Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be reported.

Academic Rating Scale

The Academic Rating Scale is separated into three areas: (1) Language and Literacy, (2) General Knowledge, and (3) Mathematical Thinking. You are asked to rate the child's skills, knowledge, and behaviors within each of these three areas based on your experience with this child. This is NOT a test and should not be administered directly to the child. Each question includes examples that are meant to help you think of the range of situations in which the child may demonstrate similar skills and behaviors. **The examples do not exhaust all the ways that a child may demonstrate what he/she knows or can do.**

The following **five-point scale** is used for each of the questions. It reflects the degree to which a child has acquired and/or chooses to demonstrate the targeted skills, knowledge, and behaviors.

- | | | | | |
|----------------------|---|--------------|---|---|
| 1 | = | Not yet | → | Child <u>has not yet</u> demonstrated skill, knowledge, or behavior. |
| 2 | = | Beginning | → | Child is <u>just beginning</u> to demonstrate skill, knowledge, or behavior but does so very inconsistently. |
| 3 | = | In progress | → | Child demonstrates skill, knowledge, or behavior <u>with some regularity</u> but varies in level of competence. |
| 4 | = | Intermediate | → | Child demonstrates skill, knowledge, or behavior <u>with increasing regularity and average competence</u> but is not completely proficient. |
| 5 | = | Proficient | → | Child demonstrates skill, knowledge, or behavior <u>competently and consistently</u> . |
| N/A = Not Applicable | | | → | Skill, knowledge, or behavior has <u>not been introduced</u> in classroom setting. |

Rate only the child's **current** achievement or motivation. Rate each child compared to other children of the same age level. Please use the full range of ratings. If the skill, knowledge, or behavior has been introduced in the classroom, please rate the child using the numbers **1-5**. Circle **"NA"** only if the skill, knowledge, or behavior has not been introduced in your classroom setting.

Children with Limited English Proficiency: Please answer the questions based on your knowledge of this child's skills. If the child does not yet demonstrate skills in English but does demonstrate them in his/her native language, please answer the questions with the child's native language in mind.

Children with Special Needs: It may be necessary to consider adaptations for some questions to make them more inclusive for this child's skills and/or use of adaptive equipment. Some children may utilize alternative forms of verbal communication (e.g., sign language, communication boards) or written communication (e.g., word processors, Braille, dictation). Please answer the questions with these adaptations in mind.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0719. The time required to complete this information collection is estimated to average 10 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, D.C. 20202-4651. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 555 New Jersey Avenue, N.W., Washington, D.C. 20208.

SECTION I: LANGUAGE AND LITERACY

| THIS CHILD ... | CIRCLE ONE FOR EACH ITEM | | | | | |
|--|--------------------------|-----------|-------------|--------------|------------|----------------|
| | Not Yet | Beginning | In Progress | Intermediate | Proficient | Not Applicable |
| 1. Uses complex sentence structures – for example, says "If she had brought her umbrella, she wouldn't have gotten wet," or "Yesterday it was raining cats and dogs," or "Why can't we go on the field trip at the same time as the first grade?" | 1 | 2 | 3 | 4 | 5 | N/A |
| 2. Understands and interprets a story or other text read to him/her – for example, retelling a story just read to the group, or telling about why a story ended as it did, or connecting part of the story to his/her own life. | 1 | 2 | 3 | 4 | 5 | N/A |
| 3. Easily and quickly names all upper- and lower-case letters of the alphabet | 1 | 2 | 3 | 4 | 5 | N/A |
| 4. Produces rhyming words – for example, says a word that rhymes with "chip," "shop," "drink," – or "light." | 1 | 2 | 3 | 4 | 5 | N/A |
| 5. Reads simple books independently – for example, reads books with a repetitive language pattern..... | 1 | 2 | 3 | 4 | 5 | N/A |
| 6. Uses different strategies to read unfamiliar words – for example, examines cues from pictures or context, or uses consonant sounds to read words, or uses prior knowledge in order to make predictions. | 1 | 2 | 3 | 4 | 5 | N/A |
| 7. Composes simple stories , for example, by writing about a personal experience in a journal | 1 | 2 | 3 | 4 | 5 | N/A |
| 8. Demonstrates an understanding of some of the conventions of print – for example, by using both upper and lower case letters when writing, or putting spaces between words, or using a period at the end of a sentence..... | 1 | 2 | 3 | 4 | 5 | |
| 9. Uses the computer for a variety of purposes – for example, by drawing a picture, or counting objects, or typing numbers, letters, or words..... | 1 | 2 | 3 | 4 | 5 | N/A |

SECTION II: GENERAL KNOWLEDGE

| THIS CHILD ... | CIRCLE ONE FOR EACH ITEM | | | | | |
|--|--------------------------|-----------|-------------|--------------|------------|----------------|
| | Not Yet | Beginning | In Progress | Intermediate | Proficient | Not Applicable |
| 10. Recognizes distinct differences in habits and living patterns between him/herself and other groups of people he/she knows – for example, knowing that there are many different types of families, or knowing the different types of homes people live in, or the different types of foods that people eat. | 1 | 2 | 3 | 4 | 5 | N/A |
| 11. Recognizes some ways in which people rely on each other for goods and services – for example, expressing through words or pictures that some people grow food, some transport it, some sell it, and others buy it. | 1 | 2 | 3 | 4 | 5 | N/A |
| 12. Uses his/her senses to explore and observe – for example, observing and noting the habits of classroom pets, or identifying environmental sounds, or describing the differences in clay before and after water is added. | 1 | 2 | 3 | 4 | 5 | N/A |
| 13. Forms explanations based on observations and explorations – for example, by describing or drawing the conditions (water, soil, sun) that help a plant grow, or by explaining that a block will slide more quickly down a steeper slope. | 1 | 2 | 3 | 4 | 5 | N/A |
| 14. Classifies and compares living and non-living things in different ways – for example, classifying objects according to "things that are alive and not alive," or "things that fly and things that crawl," or "plants and animals." | 1 | 2 | 3 | 4 | 5 | N/A |

SECTION III: MATHEMATICAL THINKING

| THIS CHILD ... | CIRCLE ONE FOR EACH ITEM | | | | | |
|---|--------------------------|-----------|-------------|--------------|------------|----------------|
| | Not Yet | Beginning | In Progress | Intermediate | Proficient | Not Applicable |
| 15. Sorts, classifies, and compares math materials by various rules and attributes – for example creating a rule for sorting keys, such as "keys with numbers" in one pile and "keys without numbers" in another pile, or sorting shapes by several attributes such as "large plastic shapes" and "small wooden shapes." | 1 | 2 | 3 | 4 | 5 | N/A |
| 16. Orders a group of objects – for example, by ordering rods or sticks by length, or arranging paints from lightest to darkest, or musical instruments from softest to loudest..... | 1 | 2 | 3 | 4 | 5 | N/A |
| 17. Shows an understanding of the relationship between quantities – for example, knowing that a group of ten small stones is the same quantity as a group of ten larger blocks..... | 1 | 2 | 3 | 4 | 5 | N/A |
| 18. Solves problems involving numbers using concrete objects – for example "Vera has six blocks, George has three, how many blocks are there in all?" or "How many do I need to give George so he will have the same number of blocks as Vera?" | 1 | 2 | 3 | 4 | 5 | N/A |
| 19. Demonstrates an understanding of graphing activities – for example, by looking at a picture graph on favorite ice-cream flavors and knowing which flavor is the most popular and which one is the least. | 1 | 2 | 3 | 4 | 5 | N/A |
| 20. Uses instruments accurately for measuring – for example, by using a balance scale to compare the weight of two objects, or using tablespoons and teaspoons during a cooking project, or using a measuring tape to measure the length of different objects. | 1 | 2 | 3 | 4 | 5 | N/A |
| 21. Uses a variety of strategies to solve math problems – for example, using manipulative materials, looking for a pattern, or acting out a problem..... | 1 | 2 | 3 | 4 | 5 | N/A |

Student Information

1. Has this child ever fallen two or more weeks behind in school work this year because of a health problem? CIRCLE ONE NUMBER.

Yes..... 1
No 2

2. Does this child receive instruction in any of the following types of programs in your school? CIRCLE ONE NUMBER ON EACH LINE.

| | Yes | No |
|---|-----|----|
| a. Individual tutoring program in reading | 1 | 2 |
| b. Pull-out small group program in reading..... | 1 | 2 |
| c. Individual tutoring program in mathematics | 1 | 2 |
| d. Pull-out small group program in mathematics..... | 1 | 2 |
| e. Pull-out English as a Second Language (ESL) program (instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency) | 1 | 2 |
| f. In-class English as a Second Language (ESL) program..... | 1 | 2 |
| g. Gifted and talented program | 1 | 2 |
| h. Program for children with behavioral or emotional problems..... | 1 | 2 |

3. Did this child participate in any of the following federally funded Title I programs or services offered by the school during this school year? CIRCLE ONE NUMBER ON EACH LINE.

| | Yes | No | Not Offered |
|---|---------|--------|-------------|
| a. Title I reading | 1 | 2..... | 3 |
| b. Title I math | 1 | 2..... | 3 |
| c. Title I English/language arts..... | 1 | 2..... | 3 |
| d. Title I combined reading/English/language arts | 1 | 2..... | 3 |
| e. Other Title I (PLEASE SPECIFY): | 1 | 2..... | 3 |

4. During structured play time, how does this child compare with other children in the class in terms of physical activity? CIRCLE ONLY ONE NUMBER.

A lot less active than most 01
A little less active than most..... 02
About the same as most 03
A little more active than most 04
A lot more active than most..... 05

5. During unstructured play time, how does this child compare with other children in the class in terms of physical activity? CIRCLE ONLY ONE NUMBER.

A lot less active than most 01
 A little less active than most..... 02
 About the same as most 03
 A little more active than most 04
 A lot more active than most..... 05

6. Overall, how would you rate this child's academic skills in each of the following areas, compared to other children of the same grade level? CIRCLE ONLY ONE NUMBER.

| | Far below average | Below average | Average | Above average | Far above average |
|--------------------------------------|----------------------|------------------|---------|------------------|----------------------|
| a. Language and literacy skills..... | 1 | 2 | 3 | 4 | 5 |
| b. Science and social studies | 1 | 2 | 3 | 4 | 5 |
| c. Mathematical skills | 1 | 2 | 3 | 4 | 5 |

7. How often does this child work to the best of her/his ability? CIRCLE ONLY ONE NUMBER.

Never 1
 Seldom..... 2
 Usually 3
 Always..... 4

8. How many achievement groups in reading do you currently have in this child's class? CIRCLE ONE NUMBER. IF YOU DO NOT HAVE READING ACHIEVEMENT GROUPS IN THIS CHILD'S CLASS, CIRCLE "0" AND GO TO QUESTION 11.

None 0 (Go to Q14)
 One 01
 Two 02
 Three 03
 Four 04
 Five 05

9. In which reading group is this child currently placed? USE "1" FOR THE HIGHEST ACHIEVEMENT GROUP. WRITE THE NUMBER OF THE ACHIEVEMENT GROUP NUMBER BELOW.

_____ Achievement Group

- | | |
|-------------------------------|----|
| Moved to a higher group | 01 |
| Moved to a lower group..... | 02 |
| Not moved | 03 |

- | | Yes | No | Not Applicable
Not Offered |
|--|---------|---------|-------------------------------|
| a. Attended regularly-scheduled conferences at your school..... | 1 | 2 | 3 |
| b. Attended parent/teacher informal meetings that you initiated to talk about the child's progress | 1 | 2 | 3 |
| c. Returned your telephone calls | 1 | 2 | 3 |
| d. Volunteered to help in your classroom or school | 1 | 2 | 3 |

- Yes..... 01 (GO TO 13)
- No 02

- | | |
|---|----|
| Discuss problems | 01 |
| Or, to discuss how well the child is doing? | 02 |

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